

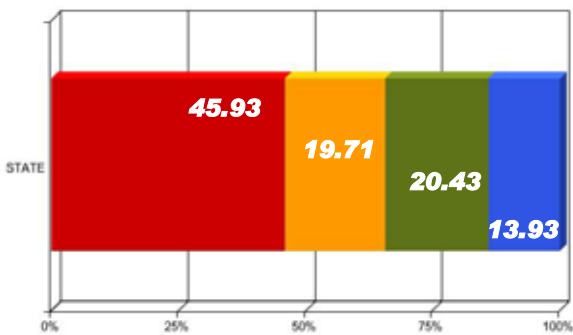
## The GRAD, the Graduates, and the Governor's Proposal

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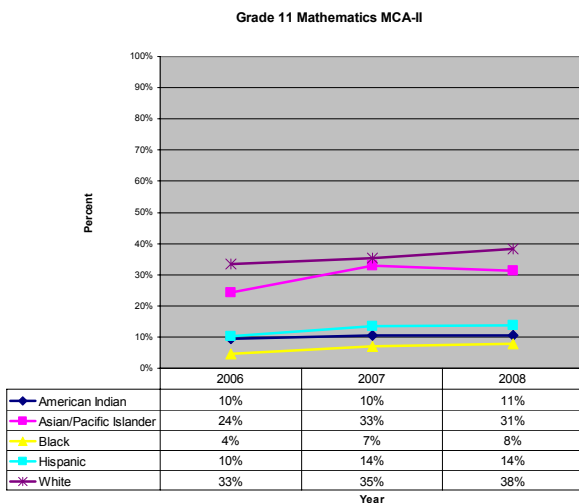
## 2008 Grade 11 Achievement Levels

in percent



■ Does Not Meet the Standards ■ Partially Meets the Standards ■ Meets the Standards ■ Exceeds the Standards

## Grade 11 Mathematics MCA-II Percent of Students Proficient by Year - Ethnicity



Some students took the MTELL and MTAS starting in 2007.

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## How the MCA-II & GRAD Work Together

### MCA-II First Administration

		NCLB	
Essential	Common	MCA-II	Field Test
GRAD Only Items (15)	GRAD & MCA-II Items (25)	MCA-II Only Items (25)	Field Test Items (20)
GRAD			

### GRAD Retests

Essential	Common
GRAD Only Items (15)	GRAD & MCA-II Items (25)
GRAD	

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## Some Ideas . . .

Option	Policy	Legislative	Logistics	Budget	Overview
Lower Passing Cut Score					Commissioner sets a lower cut score (e.g., Partially Meets) through administrative authority without a traditional standard setting workshop.
Phase in of Cut Score for GRAD					Commissioner sets a lower cut score and includes a phase-in process in advanced for increased proficiency requirements of a higher standard.
Arizona Model					Students who did not pass the GRAD would be eligible to graduate if three conditions were met: 1) took the GRAD test each time it was offered when the pupil was eligible to take the test; 2) completion, with a passing grade, of all coursework and credits required for graduation by the pupil's school district; 3) participation in any academic remediation programs available in the pupil's school in the failed subject areas.
Course Completion of Related Content					Legislation allows students complete courses related to mathematics at the high school level – instead of achieving a passing score on the GRAD.

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## And more ideas . . .

Option	Policy	Legislative	Logistics	Budget	Overview
Hold Harmless for Upcoming Classes					Legislation places a moratorium on the math GRAD for a specified number of graduating classes.
Differentiated Diplomas or Notations					Legislation allows school districts to identify different levels of diploma competency based on performance on the math MCA-II.
GRAD Test Identified in Administration of MCA-II					The state would identify which questions on the embedded GRAD will count for graduation requirements.
Release Full Test to Sophomores					The state would fully release a complete form of the math GRAD each year for district-level administration, projection, and remediation.

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## And some more ideas . . .

Option	Policy	Legislative	Logistics	Budget	Overview
Local Appeals Process for Districts					Local district staff would establish an appeals process that would allow for local graduation decisions of students who do not pass the math GRAD.
Alternate Assessment (e.g., ACT, SAT, AP)					Students who score a particular score on a nationally-administered test would be considered proficient for the math GRAD.
Portfolio of Performance Demonstrations					Students would submit a collection of evidence (either locally or to a state body) to demonstrate they have mastered math academic content standards.
GRAD Test Administered to Sophomores					Students would be eligible to participate in the retest opportunities of the GRAD prior to the MCA-II census administration in grade 11.

## And a few more ideas . . .

Option	Policy	Legislative	Logistics	Budget	Overview
Cut Scores Identified for Post-Secondary Track					Legislation allows for a standard setting activity that identifies success along several post-secondary tracks (e.g., technical schools, four-year colleges).
Interim Reinstatement of BST					Students graduating under the 2003 content standards would be allowed to pass the BST for graduation requirements.
Move the MCA-II/GRAD to Grade 10					The MCA-II and its embedded GRAD would be given for the first administration in grade 10. Other related policies would remain in place.
End of Course Assessments					The state would implement end-of-course assessments and establish a graduation formula that includes the scores of those assessments.

## A Proposed Interim GRAD Policy Solution



1. The Commissioner administrative sets the cut score at *Partially Meets* MCA proficiency.
2. The legislature passes legislation that includes a requirement for students who do not score at or above the cut score to meet the following criteria in order to graduate:
  - A. Participate in required remediation prior to each retest;
  - B. Attempt a minimum of two retests in each subject of the GRAD each academic year after the initial administration; and
  - C. If a student still does not pass the GRAD after meeting the retest requirements and the student meets all other state and local graduation requirements for courses, credits and attendance, the student may be awarded a diploma.

## A Proposal for GRAD Mathematics Cut Score



### Passing Mark Set as "Partially Meets" on the MCA-II and the GRAD Equivalent

**In 2008, *Partially Meets* was 31 of 65 possible points.  
In 2008, *Meets* was 39 of 65 possible points.**

34% = Percent proficient (Meets or Exceeds) in 2008

20% = Inclusion of students Partially Meets in 2008

10% = Approximate expected motivation increase (2007 Rdg)

4% = Approximate expected GRAD passers that do not pass the MCA-II

**68%** = Approximate expected passing rate in the first administration

73.1% was the 2007 NGA Graduation Rate.

91.2% was the 2007 AYP Graduation Rate.

80.9% was the 2007 Statewide Completion Rate.

## A Possible EOC Transition?

Spring of

	2009	2010	2011	2012	2013	2014	2015	2016	2017
6th Grade	MCA-II*								
7th Grade	MCA-II	MCA-II*							
8th Grade	MCA-II	MCA-II	MCA-III*						
HS End of Course Exams				Geo EOC (school opt)	Geo EOC (school opt)	Geo EOC (AYP? + graduation)	Geo EOC (AYP? + graduation)	Geo EOC (AYP? + graduation)	Geo EOC (AYP? + graduation)
				Alg II EOC (school opt)	Alg II EOC (school opt)	Alg II EOC* (AYP? + graduation)	Alg II EOC (AYP? + graduation)	Alg II EOC (AYP? + graduation)	Alg II EOC (AYP? + graduation)
11th Grade	MCA-II	MCA-II	MCA-II	MCA-II	MCA-II				
	GRAD	GRAD	GRAD	GRAD	GRAD				

## EOC Options

- Exam required to be x% of the course grade (e.g., South Carolina, Texas, Tennessee)
- Dual Testing System: Comprehensive and End-of-Course Exams (e.g., Massachusetts, South Carolina, Washington)
- Passing x of y EOC exams (e.g., Alabama considering)
- Composite score over all exams in subject area (compensatory model)
- Minimum average score for each test (e.g., Texas)

## Comprehensive End-of-Grade Tests



### Advantages of this approach

- Tests all students at the same time
- May be possible to adapt state's current high school test
- Probably not a substantial increase in testing time or costs

### Challenges with this approach

- Needs to be given at least in 11th grade to fairly assess college and career readiness (10th grade is too early)
- May test students on material that was taught much earlier in their academic careers
- Lacks content depth compared to end-of-course testing

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## Example: California's Early Assessment Program (EAP)



- The California Department of Education and California State University (CSU) co-developed the EAP.
- The EAP builds on the state's existing 11th grade high school test in English and mathematics, the California Standards Test (CST), as well as the Algebra 2 end-of-course state test. CSU leaders had test developers create a special "Part B" with 15 additional multiple-choice questions in mathematics and 15 additional questions and a 45-minute essay in English.
- The EAP enables high school students to adjust their senior-year coursework if they need additional preparation for college.

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## End-of-Course Tests

### Advantages of this approach

- Most closely aligned with state academic standards
- Assesses students on recent material
- Can inform decisions about subsequent classes
- Measures quality and consistency of courses
- Allows for wider range of stakes and incentives

### Challenges with this approach

- May increase overall testing time
- Format does not lend itself to assess English classes
- Does not automatically have credibility with higher education
- Requires financial investment to create new tests

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## Example: New York's Regents Exams

- New York requires all students to pass five of the 18 Regents exams one condition of earning the Regents Diploma.
- Only the mathematics and English Regents exams are used to meet the school accountability requirements of the federal No Child Left Behind Act (NCLB).
- Students who want to attend a State University of New York (SUNY) college or the City University of New York (CUNY) submit Regents exam scores as part of the admissions and course-placement processes.

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## More States Are Switching to End-of-Course Tests



### States Currently Administering End-of-Course Assessments

End-of-Course Tests in College- and Career Ready Courses	End-of-Course Tests in Introductory Courses Only
AR, CA, HI, IN, NY OK, UT, VA	GA, LA, MD, MS, MA, NC, SC, TN

### States Planning End-of-Course Assessments

End-of-Course Tests in College- and Career Ready Courses	End-of-Course Tests in Introductory Courses Only
AZ, CT, KY, MD*, MA*, MI, NJ, NM, OH, PA, RI, TX	DE, FL, MO, WV, WA

\* In addition to their current end-of-course assessments, MD and MA are planning college- and career-ready end-of-course assessments in Algebra 2.

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## Modified College Admissions Tests



### Advantages of this approach

- Widely known among colleges, families and the general public
- Offers national comparability
- Opens up college access to all students
- May (but not always) cost less than state-developed tests

### Challenges with this approach

- Unclear alignment to state standards
- May incur development and administration costs to augment
- Do not always include full range of advanced concepts and skills
- May increase testing time in the school day
- May not give enough feedback to students and schools about college readiness to inform 12th grade coursework

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## Snapshot of Admissions Test Development and Administration Issues

	Colorado	Illinois	Maine	Michigan
Admissions Test	ACT	ACT & WorkKeys	SAT	ACT & WorkKeys
Modifications	None	Augments with a 45-question multiple-choice science assessment	Augments with 18 math items and administers a state-developed science assessment	Augments with state-developed items in mathematics, science and social studies
Testing Time	190 minutes on one day	370 minutes over two days	SAT: 240 minutes on regular Saturday administration; mathematics and science augmentation: 165 minutes on one day	460 minutes over three days

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## Designing the MCA-III

How can we provide –

- 1) the highest quality assessment
- 2) with the most information for educators
- 3) that takes the least amount of time to administer and
- 4) the timeliest results?



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## A Different Way of Thinking



In Reform 2.0, **student achievement** could become the constant and **time** and **effort** the variables—instead of being tested on a certain date, students, for example, could take the assessment when they are ready to show proficiency.

*Standards, Assessments, and Accountability*, the Council of Chief State School Officers (CCSSO)

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## By providing . . .



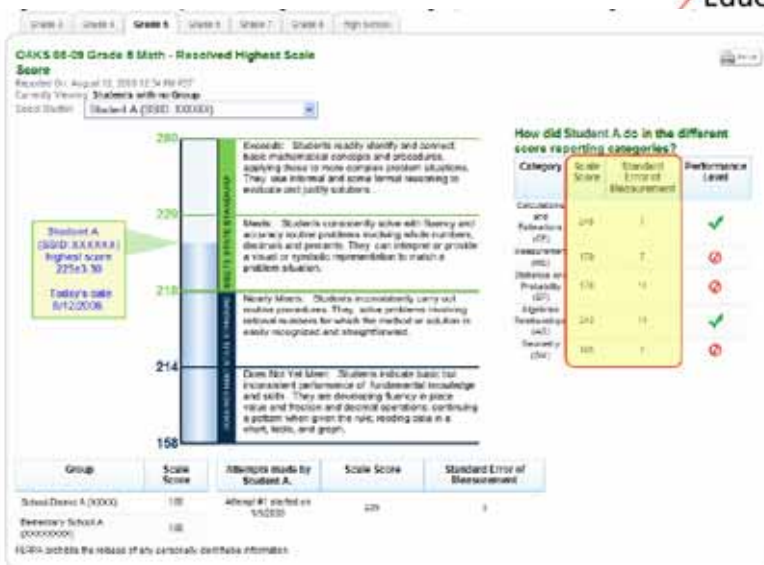
- Innovative items that allow students to demonstrate the depth of their knowledge and skills
- Computer-adaptive assessment that provides more precise inferences about students' knowledge and skills
- Flexible assessment windows that allows for convenient administration during the school year
- Computer-scored exams that provide usable information during the school year

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## Characteristics of the Grades 3-8 Program

- Uses technology-based items to assess higher-order thinking skills that previously required constructed-response items (computer scored)
- Ability to test up to three times during the school year allowing for remediation (take highest score)
- Teachers are delivered real-time, actionable data to their desktops after students are assessed
- Real-time information for administrators about student performance at a school or district and real-time information about accountability expectations
- Ability to administer within a classroom session (e.g., 45 minutes)

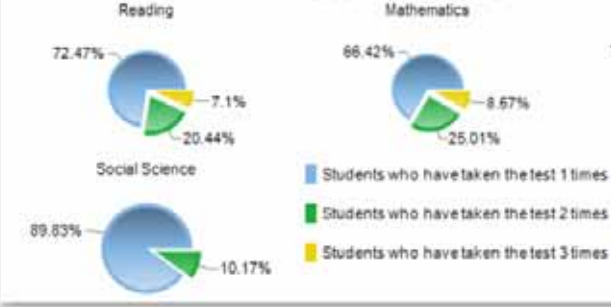
## Student-Level Information at the Strand Level



## Student Are Able to Test More than Once After Remediation

### Opportunities Used

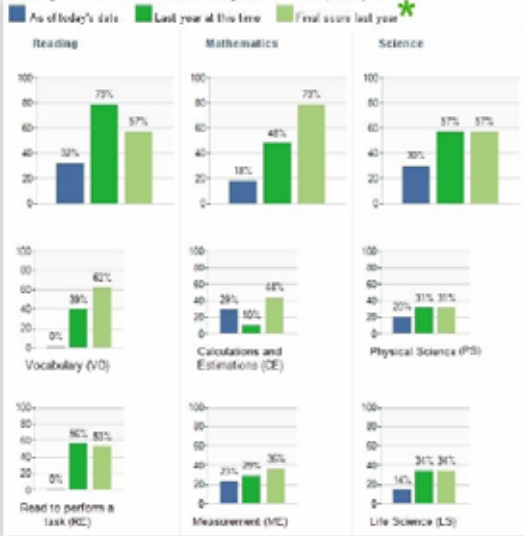
Of the students taking the test, how many opportunities have they used?



## Real-time Performance Information Against the State Achievement Standards

### % Test Performance

Percentage of students that meet or exceed Oregon state standards per subject



## District-level Results Against State Achievement Levels

View the data by: **Table (Online Score Report)** Filter by Student Subgroup: **All**

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Certificate of Initial Mastery

**OAKS 07-08 Grade 3 Reading - By Result Highest Scale Score** [Print](#) [Export Data](#) [Show/Hide Columns](#)

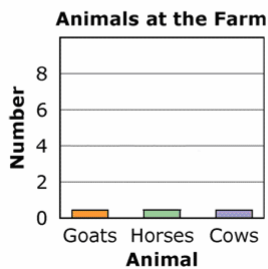
Reported On: December 04, 2007 1:19 PM PST  
 Currently Viewing: School District A (ID: XXXX)  
 # Institution(s) Found

Name	Scale Score	% Does Not Yet Meet	% Nearly Meets	% Meets	% Exceeds
State of Oregon	200	23	12	42	23
Name	Scale Score	% Does Not Yet Meet	% Nearly Meets	% Meets	% Exceeds
School District A (ID: XXXX)	210	17	10	45	27
Name	Scale Score	% Does Not Yet Meet	% Nearly Meets	% Meets	% Exceeds
Elementary School A (ID: XXXXXXXX)	210	29	9	39	43
Elementary School B (ID: XXXXXXXX)	223	0	0	0	100
Elementary School C (ID: XXXXXXXX)	207	18	9	55	18
Elementary School D (ID: XXXXXXXX)	212	14	5	47	34
Elementary School E (ID: XXXXXXXX)	201	60	0	20	20
Elementary School F (ID: XXXXXXXX)	204	26	22	44	7
Elementary School G (ID: XXXXXXXX)	211	10	13	45	29
Elementary School H (ID: XXXXXXXX)	211	13	13	47	27

## Figural Response Item Type

A farmer has 7 goats, 4 horses, and 3 cows.

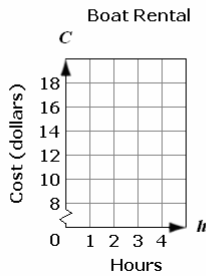
On the bar graph, click on a point above each bar where the top of the bar should be.



## Figural Response Item Type

The Hansons rent a boat. The cost to rent the boat is modeled by the equation  $C=3+(5h)$ , where  $C$  equals the total cost in dollars and  $h$  equals the cost per hour.

Click on the graph to plot the first 3 points of the line. A line will connect the 3 points.



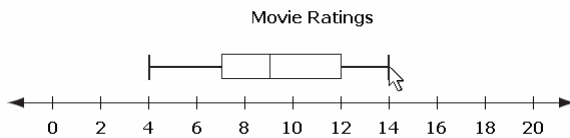
## Figural Response Item Type

Fifteen students watched a movie and rated the movie on a scale of 1 (very bad movie) to 20 (very good movie).

Use the data in the table to complete the box-and-whisker plot by adding the median and whiskers.

Plot the median: click inside the box where the median should be.

Add whiskers: click on each side of the box where the whisker should stop.



Movie Ratings

Student Names	Movie Rating
Andy	14
Bee	8
Cory	5
Doua	8
Jamal	5
Jasper	11
Jenn	12
Katie	13
Martin	9
Pat	11
Rose	13
Sam	4
Sofie	7
Thomas	12
Young	9

## Assessment Advisory Committees



1. Accommodations Advisory Review Panel
2. Assessment & Accountability Stakeholder Committee
3. Assessment Advisory Committee
4. **Assessment Advisory Panels**
5. Limited English Proficiency Assessment Advisory Committee
6. Local Assessment and Accountability Advisory Committee
7. Minnesota Educational Technology Taskforce
8. National Technical Advisory Committee
9. Technology Work Group

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## How can I become involved?



The flyer is titled "Assessment Advisory Panels" and "An Invitation for Educators: Assessment Advisory Panels". It includes the Minnesota Department of Education logo and a URL: [http://education.state.mn.us/mde/Accountability\\_Program/Assessments\\_and\\_Testing/Assessment\\_Advisory\\_Panels/index.html](http://education.state.mn.us/mde/Accountability_Program/Assessments_and_Testing/Assessment_Advisory_Panels/index.html). The text states: "The Minnesota Department of Education is pleased to invite you to serve on our Assessment Advisory Panels." It provides details about the assessment process, including that it is a large-scale assessment, each test requires several panels of educators for review, and participants receive a \$225/day honorarium. It also mentions that during the school year, MDE will cover a district's substitute teacher, and that in the summer months, both current and retired teachers receive the \$225/day honorarium. The flyer includes contact information for the Assessment & Testing department and a QR code.

- Unique professional development opportunity at no cost to districts
- Teachers learn how tests are built
- Teachers learn the standards intimately
- Teachers advise MDE on how tests are built
- Teachers see student performance across the state

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